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ABSTRACT

For the use of teachers and administrators involved in designing and maintaining structures that promote teacher and student engagement, two case studies using pseudonyms were prepared for classroom discussion. The first case, "Hillside High School," describes the process of reforming a traditional school. The second, "City Park Secondary School," presents the evolution and structure involved in creating a new and innovative school. Appended are teaching notes that include classroom discussion questions for considering the cases together and separately. (EJS)

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A TALE OF TWO SCHOOLS AND TEACHERS' WORK: REFORMING A TRADITIONAL SCHOOL--DESIGNING A NEW SCHOOL

February 1991

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A TALE OF TWO SCHOOLS AND TEACHERS' WORK: REFORMING A TRADITIONAL SCHOOL--DESIGNING A NEW SCHOOL

HILLSIDE HIGH SCHOOL[1]

Introduction

Hillside High School is located only a few miles from a small metropolitan center, but a stranger dropped blindfolded onto the school site would observe a bucolic, rural setting. Like many rural areas, the Hillside community has not prospered in the past half-century, and it remains a relatively sparsely populated outpost of Adams County. It was only through twists of history and court-ordered desegregation that Hillside became part of the 93,000 student Adams County School District.

Hillside High, with a student enrollment of over 1,000, looks like many secondary schools built across the U.S. during the 1950s. About 26% of the students are black, and are bused out from low income housing projects in the urban center. The remainder are from the surrounding area, which is described by staff in the school, including those who grew up in the neighborhood, as predominantly blue-collar "rednecks." Achievement levels at Hillside are not outstanding. Entering ninth graders score considerably lower on standardized tests than the district's average (which is close to the national average) and the drop out rate is high (over 30%). Only about 30% of the graduates pursue some kind of post-secondary education, an increase of about 10% from past years.

The school also has a surface ordinariness in its seven period schedule, curriculum and staffing structure. Most of the 75 faculty have been in the school for many years, 15 or more--one teacher who arrived seven years ago is still regarded as a newcomer. The principal, formerly a teacher and guidance counselor at the school, is also a "native."

But it does not take long to discover that Hillside is quite out of the ordinary, a place where staff (and students) are changing, growing, working and making decisions together, a school in which teachers are constantly learning and many are assuming new roles. It is a renewing school, one that combines new structures, processes, and program options with traditional programs, staff positions, departments, and activities.

The School Structures & New Approaches: "Every Teacher a Leader; Every Leader a Teacher"

The district's Professional Development Center provided the initial impetus. Every school in Adams County was given an opportunity to participate in the Center's professional development

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activity program. After participating in some of the information sessions, the Hillside faculty elected to participate in the spring of 1987. As a Professional Development School, Hillside receives resources, instructional training, and encouragement for innovative ideas, many of which resulted in substantial grants for programs and projects. Support is also provided for release time so teams of teachers can utilize the services of the Academy. The school's contribution is in the additional staff time devoted to renewal processes.

Becoming a Professional Development School coincided with three other key events: the appointment of Mary Hermann as principal, a voluntary workshop held over a weekend during the summer of 1987 in which 75% of the faculty chose to participate, and the school's decision to join the Coalition of Essential Schools. As a member of the Coalition, a national school reform movement founded by Theodore Sizer, Brown University, Hillside extended its renewal work beyond small scale curriculum projects to introduce principles such as personalizing instruction, "student as worker," and extensive collaboration to achieve instructional redesign in the classroom throughout the school. Among the structures that were put into place or enhanced were the following:

Hillside Steering Committee. The Steering Committee is a body of nonelected faculty, administrators, other professional staff, Professional Development Center representatives, support staff, students, and parents. This committee addresses the needs and concerns of the school, sets goals, designs strategies, and implements programs using a shared decision making process. The chair of the committee is elected from among its members. Each member is expected to serve on at least one of the task forces, where most of the action of the Steering Committee takes place. Meetings are open to all faculty and staff.

Teacher Guided Assistance. One of the innovations that resulted from the work of the Steering Committee and Task Forces was a 25 minute daily period, called Teacher Guided Assistance (TGA) in which teachers and students meet for a variety of activities between 10:40 and 11:05. During this time, students may do homework, receive tutoring, use the library, meet with counselors. Each teacher is responsible for 15-20 students assigned on the basis of both teacher and student preferences. Teachers feel the TGA period is an opportunity for each student to become closer to a particular teacher. The 25 minute period was achieved by shortening instructional periods by five minutes. (This required approval by the state, since it departed from the mandated requirements for the length of class periods in secondary schools.)

Not all of the Steering Committee innovations met with acceptance. The TGA was implemented, was well received and was renewed by the Steering Committee. A second innovation, the elimination of bells to signify the beginning and end of class periods, was not popular and not renewed.

Special Curricular or Program Offerings. New programs have been developed in the school, many of which are based on team teaching and/or planning. These include:

> **Academic/Technical Mini-Magnet,** a program offering students a joint academic-vocational option that prepares them for entry into work or for technical college or other post-secondary training. It is developed and taught by a multi-disciplinary team and includes systematic career exploration and critical thinking as well as technical and academic subjects.

U.S. is US, a two hour interdisciplinary course (English and History) for juniors that is team planned and uses simulations, structured group activities, and other participatory experiences.

Expanded Team Teaching, which includes a "bridge" program with seven teachers working as a team with 120 ninth graders to help them adjust to school; a "teamstreaming" approach to increase opportunities for regular and special education students; a tenth grade program in English and Science designed to emphasize writing and problem solving skills.

Many of these new efforts are teacher initiated and designed projects. Because of special projects requiring both management responsibilities and teacher inservice or assistance, several teachers are released from classroom teaching assignments either part time or full time to assume these leadership roles.

The Evolution and Support for these Changes

The school district has taken a systematic approach to encouraging innovation and experimentation in the Adams County schools. This work has been spearheaded by the district sponsored Professional Development Center. Equally important are efforts at the school level, such as the annual faculty "advance" (as opposed to "retreat") which deals with professional development concerns such as strategies for enhancing student engagement, cooperative learning, and designing interdisciplinary units. The advance, which family members may also attend, appears to have both practical and symbolic value. Many teachers claim that the retreat stimulates esprit de corps and heightened morale among the faculty and symbolizes a professionalization of teaching. The Steering Committee plays an important role in designing and developing the faculty advance and the topics to be addressed.

Support for teachers to develop their full potential is provided most centrally by the principal. Mary Hermann is a sincere believer in the power of participatory management to strengthen the commitment of teachers to their work. She maintains that schools need leadership training for teachers, and that the Hillside's vision for renewal is "every teacher a leader, every leader a teacher." She constantly emphasizes that the tools and resources are there for teachers to develop curriculum and teaching strategies to raise both performance and aspirations of the school's disadvantaged student population. Thus an environment was created in which the once sluggish Hillside came to be characterized by others in the district as "a hothouse of educational experimentation."

Underlying all the experimentation has been the second theme of "meeting the diverse needs of students, and helping them prepare to live their lives." A substantial majority of teachers are deeply engaged with their students. This is reflected in the types and targets of the innovations and special programs, and in the efforts to help students expand their horizons, through examining life options and attending cultural events. Hillside teachers go the extra mile, by staying extra hours to plan and work with other teachers, tutor students, or meet with parents. Parent and community involvement has become a priority of the school. As one new teacher said:

"Last year I saw more parents and had more parent conferences than I did the entire 11 years I taught at another school.

"I give weekly progress reports and call parents to tell them they're coming home every Friday. I say you don't have to sign them or bring them back. The kid can throw them away if he wants to, but I am leaving responsibility on you to ask them, because they will have them every Friday."

Teachers try to make issues like punctuality and good work habits relevant to students' future lives. A problem with persistent tardiness was handled by requiring students to write to employers of major companies, asking them how they treat employees who are late to work. They received many written responses.

Teacher Reactions

Not all teachers were enthusiastic about the school's new emphasis on shared decision making and active professional development. Some responded immediately and others came on board after a while. According to Mary Hermann and teacher leaders:

"We have the four R's: Restructurers, Reviewers, Resisters and Reborn. (The latter are "converts" from the second and third group.)"

There is a core group of about 30% of the staff who are now actively involved in most aspects of the school's renewal programs, while a sizeable additional proportion are involved in some aspects. About 25% remain in the "resister" category.

While not all of the teachers supported some of the changes advocated, Hillside teachers were in virtually complete agreement that they have been actively involved in decisions affecting their professional life and that they had a great deal of control over their professional work.

"We have the opportunity to influence things that are going on, such as electing the assistant principal. We have the opportunity to come up with meaningful plans and implement them. The only guideline is that if I am making a change away from the general curriculum, that must be okayed before I do it."

"We are a decision making school. We work as a whole school; we work on it within our team and probably down to within our classrooms where even kids are allowed to make some decisions about how things are to be done."

A majority of teachers at Hillside engage in substantial professional interaction through team teaching, task forces, steering committee, and informal arrangements.

"We work together on so many things. And one of the things that has opened up is that if I want to do something within math, there are teachers here that I know I can go to and they will help me teach that

> in my classroom. The interaction has changed a lot over the last three years. We all know a lot more about what is happening in other departments and in each other's classrooms."

At Hillside teachers are encouraged to think about different ways to do their job. Risk taking is supported and failure is accepted:

> "One point of Mrs. Hermann's philosophy is that if you want to try something, go ahead and try it. I'll back you up with as much as you need. If you have an idea, she will say, 'and how do you plan to put this into action?' After you tell her she will say, 'yes we can try it.' And after you have done it she definitely pats us on the back and acknowledges even the smallest accomplishment of a teacher or student."

All of this takes a lot of time, a factor that is not lost on the small number of teachers who resist change:

> "I am so busy planning lessons, marking papers, I don't even have time to say hello. Forget it, I think what you are doing is crazy and don't see the need for it."

Yet, despite uneven involvement of teachers, even students recognize the efforts many teachers are making:

> "How do teachers show they care? When they are out to help you, they want you to learn. They will sit down with you, I mean work personally. What makes a teacher really good? Most of the teachers will stay after school to go to meetings or be involved in school. There are a few that won't; they'll just go home at 2:30. Most of them will just stay after school and do everything they can for the school."

CITY PARK SECONDARY SCHOOL[1]

Introduction

The only thing ordinary about City Park Secondary School is the building. Located in a large, predominantly Spanish-speaking section of one of the largest cities in the U.S., the school is housed on two floors of a four story red brick structure that was built in the late 1950s from generic New York City Junior High School architectural plans of the time.

But once you enter the building, the semblance of a typical high school disappears, and the "out of the ordinary" begins. First, City Park shares the building with two other schools. Second, once you reach the school's terrain on the upper floors, the unusual air of informality is notable; students move about with no bells ringing. Nor do they ask for a "pass" when they go to the restroom. Further, students address their teachers as Jake or Marian or Lynn, or walk into the teacher's workroom asking if Dana (the Director, as the principal is called) will be in today. Classes of 15-20 students are engaged in active discussion in some rooms, in group projects in others. Classes are much longer than usual (two hour blocks). One room may have a group of teachers actively engrossed in deliberations or planning, without an immediately discernible leader. And in no classroom are there rows of individual desks.

City Park Secondary School is a small, innovative alternative high school. It began as part of the Coalition of Essential Schools and may well offer the clearest application of Coalition principles. It is run in large part as a teachers' collective, and students--predominantly from low-income families in the surrounding neighborhood--are treated as responsible, thinking individuals. The school is unique because of its combination of ambience, structure, culture, philosophy, staff, and students.

Founded by the present Director, Dana Mason, City Park opened in the fall of 1985 with 80 7th graders. For the 12 preceding years, Mason had started and directed three elementary schools with strong progressive education values. City Park was conceived to provide a similar education experience for older children. The school has grown one grade each year and in the 1988-89 school year had grades 7-10 with approximately 300 students. When the school is complete in 1991, it will enroll approximately 450 students. Part of the philosophy of the school is that it should remain small.

The students in the school are there by choice (theirs or their parents.) No one is assigned to the school. And because of the non-traditional structure of the school, and of the expectation that students are expected to assume a lot of responsibility for their own work, parents are required to spend a day in the school before their children are enrolled. For an inner city school, the student

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body is quite heterogeneous, racially, socioeconomically, and academically. Still the majority of the students are poor and from the surrounding low income neighborhood and public housing projects.

Staff of the school are also there by choice. The school has more discretion than most urban schools in selecting teachers, and casts its net widely. Some are experienced teachers who responded to the opportunity to work in an alternative setting based on the philosophy of progressive education, teacher empowerment, student empowerment, and the Coalition principles. Some were followers of Dana Mason and were parents in the elementary schools she led. But not all the teachers moved through traditional education ranks. Some came from other fields, making a career change. Some came from private schools who were attracted to the idea of a school that looked like a "private school for the poor." Very few of the staff had experience with high schools or high school age students. Thus, they were neither familiar with nor biased by traditional high school conceptions.

School Organization and Structure

A small school overall, the school is divided into even smaller units. Division I is grades 7-8; Division II is grades 9-10. A Senior Academy (grades 11 and ultimately 12) began in fall 1989. Each division is comprised of two Houses of about 70-75 students and five teachers. Houses are the basic units of organization for the students.

In accordance with the Coalition's philosophy of "teacher as generalist," each teacher conducts two two-hour blocks each day in either Humanities or Math/Science. Curriculum for these classes is developed by teachers within the school. In addition, each teacher conducts a one-hour Advisory, which is a combination of guidance, discussion group, and assistance center. One Advisory responsibility is for the teachers to contact parents about school work and behavior problems. (There are no separate guidance counselors or deans in this school.) The maximum number of students a teacher has in a day is about 50-55. Every member of the professional staff, including the Director, conducts an Advisory.

Instead of departments, there are two interdisciplinary Teams in each Division, a Humanities Team and a Math/Science Team. The Teams meet weekly for two-three hours during the school day when students are with the other Team, or at community service projects outside of the school. The Team is the primary unit of organization for the teachers. It is a decision making group and the locus of curriculum development, all of which takes place within the school. In addition, the Team provides a forum for socialization of new teachers, discussing strategies and problems in teaching, and brainstorming about how to meet individual needs of students.

At City Park, a teacher must be willing to work within this team setting and to work very hard. While there is a tremendous amount of teacher empowerment, it is primarily group empowerment rather than individual empowerment. The spirit of communal decisions prevail, although with autonomy and flexibility in the classroom.

> "The team meeting determines what I'm going to do over the next week, Not necessarily how I'll do it and in what order. It is an outline. I can take the kids out of school. I can use the resources of the city. The two hour block also gives me that flexibility."

The Team is the unit of governance for curriculum and instruction. But the governance unit for the school as a whole and its policies is the total school faculty which meets weekly.

Curriculum

The curriculum development process shows how the school works. The curriculum is non traditional, but it is both structured and challenging. For example, the Science curriculum includes a major unit on Astronomy and properties of light with Geometry and Mapping taught along side it. The Humanities curriculum includes Shakespeare, and a sequential, interdisciplinary look at China, South Africa, and the Mayans.

In general, the curriculum follows the Coalition principle of "less is more" and focuses on the goal of teaching students to use their minds well, learn how to learn and to reason, and to investigate complex issues. The goal is to master a limited number of essential skills, knowledge and understanding, rather than cover a large body of material superficially. Instruction and curriculum focus on a set of "essential questions." Reasoning and communication skills, in particular verbal communication, are stressed. We have rarely seen a more articulate group of students, even in more affluent communities. Alternative forms of assessment (e.g., the use of "exhibitions") rather than standardized tests are stressed.

Thus far, City Park has been able to implement a staff-designed curriculum that deviates considerably from the standard, with some assurance that students will eventually meet graduation requirements. Part of this is due to Principal Mason's skill in buffering the school from the "system" and in maximizing flexibility provided by the school's special status in the "new schools" or "alternative schools" programs in the city. She responds to any queries about the implications of some of the school's decisions by smiling, shrugging her shoulders and saying "we haven't figured it out yet..."

The Evolution and Support for the School

Support for the school came from several sources, both external and internal: First is the leadership of District which initiated alternative school programs and parental choice in the early 70s. In this environment, Principal Mason created her first elementary school. And during the brief time that the District Superintendent was citywide Superintendent, he put into place structures which supported the creation of schools such as City Park.

The Coalition of Essential Schools also gave external support. Sizer encouraged Mason to initiate a secondary school. Through meeting Sizer, she developed a new vision of what a secondary school could be like.

The primary force for the evolution and support for the school is Dana Mason herself. She is a maverick and visionary and has strong philosophical beliefs about education.

> "You must remove teachers from isolation and make learning exciting. To make learning exciting for students, you must make learning exciting for teachers, because when learning is exciting for both teachers and students, kids can't get lost."

Dana is clearly viewed as the philosophical leader of the school, although she has a strong coterie of leaders who carry the vision forward, and without whom the school would probably still fall. Her approach is egalitarian and humane, but strong. She is viewed as supportive of risk taking, but is decisive and is willing to impose limits and bottom lines. For example, she is the one who decided that Astronomy should be in the Math/Science curriculum, and it was left to the Team to struggle with it. Another "bottom line" is the Team structure.

One of the most important structures that she initiated is the annual retreat of staff, and other periodic meetings away from school, at her apartment. The retreat is a critical vehicle for orienting new teachers, team building, philosophy and consensus building. It is also a vehicle for initiating and reinforcing the very strong norms of the school, such as: everyone being on a first name basis, a family atmosphere and informal relationships, casual dress, an atmosphere of mutual respect and toleration of differences, discussion of politically liberal issues, a helping and caring staff, assuming leadership and responsibility, high energy, and the norm to work long hours.

Teacher Reactions

City Park teachers express tremendous commitment and enthusiasm. They feel respected, not just by their colleagues, but by students.

> "The respect that we get here.. it's a more genuine respect.. (I feel respected) when it's clear that (students) are really interested in what I have to say.. and the way classes get conducted.. Another sort of respect.. I think is honesty; they really will say things about themselves, they'll talk in a way that is real."

As one teacher reported:

> "You do get exhausted, but I am far from burned out. I have never been so excited about a job in my life.. I think (teaming) makes the job of teaching a creative experience... There is a human creativity working with the team now and there is a human creativity working with the kids. It is tapping into that creativity that makes the job though it is exhausting, exciting."

Teachers feel they have a lot of influence and opportunities to develop and use new skills. They spoke of themselves as being challenged, as learning to do something differently, as working hard. They also commented on the intensity of student contact.

> "It's rewarding to be able to work with kids one on one, and to be able to nurture and support growth that might be invisible in a traditional school."

But many don't feel confident about their ability to facilitate the Advisories well. When this occurs, teachers feel a lot of doubt and stress.

> "It's hard because it sounds great, but you often put in a lot of time and energy and don't feel like you are getting very far. Herb would probably say that it is necessary, because the kids grow out of that process."

For some, the excitement was balanced by a sense that the expectations and demands on them are too high.

> "Developing curriculum and teaching at the same time is very difficult. Some of us would appreciate a 'good' curriculum, one that has been tested. We may be too introspective. Working here is too demanding at times. There is not enough balance in our lives. The team approach is good, but we don't have enough planning time to be by oneself, to have independent time."

Veteran teachers also have an easier time accepting the notion of teacher as generalist, perhaps because most came from an elementary or middle school background. Non-traditional or younger teachers--some of whom were hired because of their strong passion about their subject--have had a harder time teaching out of their discipline. As one Humanities teacher said:

> "Literature is my first love. I value the team, but would prefer to teach more literature. I also have a problem with the need to come to consensus, since I have strong political opinions and don't always agree with the group."

Despite growing pains, the general consensus is best summed up by the statement that

> City Park is a place--where we do things differently--where learning is exciting, for students and for staff.

TEACHING NOTES[1]

INTRODUCTION

These notes were prepared to assist instructors who are using the cases in class discussion or inservice activities, and are not necessarily for distribution to students. The cases are designed to be used together, and are intended to be useful to teachers and administrators who are involved in designing and maintaining structures and innovations that promote teacher and student engagement. The cases may also be used individually as cases on "reforming a traditional school" or "creating a new and innovative school." Teaching notes for use of each case separately are presented at the end of this section.

Instructors or group leaders may wish to select a list of questions to be discussed prior to or at the beginning of a class period where discussion time is limited, or to let them emerge more naturally during discussion. Groups may be assigned to look at a single issue and report back to the class, or the class may treat several issues as a whole.

An Overview of the Key Issues in the Cases

Hillside and City Park appear on the surface to be radically different schools. One is an "ordinary" rather large traditional high school located in a rural area adjacent to a city. It has a mix of students from its surrounding neighborhood and from the inner city, and with a veteran and experienced staff. The other is a small inner city alternative school, established on the principles of progressive education. Its student population, while largely from low income or disadvantaged families, are enrolled in the school by "choice," and with a staff that has specifically asked to work there. However, both are schools that are characterized by high teacher quality of worklife and teacher engagement, and include structures and processes that support that condition.

These cases were developed to illustrate issues of reforming teacher's work in schools that serve disadvantaged students. However, they can also be used to discuss broader questions of reform and restructuring, since both examine questions of curriculum and structure. The key issues that the cases address are the conditions, structures, and processes under which reform can take place in establishing a new school on the one hand, and in reforming an existing school on the other. The cases show that reform is possible in both, but is one more difficult than the other? While there are many differences between the schools, there are also similarities. The following can be explored:

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Questions for Discussion:

The central question for discussing these cases is, "What are the differences between starting a new school and reforming an existing one?" Starting off with a discussion of whether the two schools would qualify as "restructured" or "restructuring" will help to focus the discussion and ensure that similar definitions are being used.

QUESTIONS FOR CONSIDERING THE CASES TOGETHER

1) *In what ways are the two schools similar? How do they compare in terms of:*

- Leadership roles and styles: How do the two principals deal with staff, innovation, and the district context?
- The process of "team building."
- The process of curriculum development.
- Providing or enhancing opportunities for staff and a sense of staff professionalism.
- Structures and innovations that have been put into place.

2) *What are the differences between the two schools? Specifically, how are they different in:*

- Organizational culture and acceptance of diversity of staff.
- The ways in which they treat the needs of different students.

3) *Reforming an existing school: In what ways has it been easier to bring about change at Hillside than at City Park?*

- Are there any advantages to the Hillside situation? Are there "safety valves" that have made the process of change easier?
- In what ways has it been harder? What has been the impact of history and habit?

4) *Creating a new school: In what ways has it been easier to bring about change at City Park than at Hillside?*

- What are the advantages of the City Park situation? Are there structures or processes that facilitate the creation of high quality of worklife and engagement of teachers?
- In what ways is it hard at City Park? What is the impact of "newness?"

5) *What has been the impact of "staff culture" in the two schools? In particular, what role do veteran staff play?*

6) *How much has school size made a difference? Has size held back Hillside's ability to create a changed school environment? Did the Hillside use certain strategies to compensate for problems due to its size?*

7) *How have the district and community contexts of the schools affected the way in which they have approached restructuring? How have contextual factors helped? How have they hindered progress?*

8) *Given the differences in changing a traditional school or creating a new one, what would you say are the central issues <u>both</u> have to deal with?*

QUESTIONS FOR HILLSIDE ONLY: REFORMING A TRADITIONAL SCHOOL

1) *How would you characterize the <u>values</u> of the principal at the Hillside? How have the leadership roles and styles influenced reform in this school? How has the principal dealt with staff, innovation, and the district context?*

2) *What have been the critical processes that have brought about reform in this school? For example, what have been the processes of:*

- team building
- curriculum development
- increasing the sense of professionalism and opportunities for staff?

3) *What structures and innovations have been put into place? In what ways do these meet the needs of individual students?*

4) *Are there any aspects of the organizational culture that have facilitated the process? Probe for:*

- acceptance of diversity of staff

- the ways in which they treat the needs of different students
- the ways in which they treat the needs of different staff.

5) *Are there "safety valves" that have made the process of change easier?*

6) *What factors have made change at Hillside difficult? What has been the impact of history and habit? How have these been dealt with? In particular, what role do veteran staff play?*

7) *How much has school size made a difference? Has size held back Hillside's ability to create a changed school environment? Are there strategies that Hillside used to compensate for its size?*

8) *What other things could be done at Hillside to facilitate restructuring? What is likely to ensure that the changes made at Hillside will be maintained?*

QUESTIONS FOR CITY PARK ONLY: CREATING A NEW SCHOOL

1) *How would you characterize the values of Dana Mason? How have the leadership roles and styles influenced reform in this school? How has the principal dealt with staff, innovation, and the district context?*

2) *What have been the critical processes that have brought about reform in this school? For example, what have been the processes of:*

- team building
- curriculum development
- increasing the sense of professionalism and opportunities for staff?

3) *What structures and innovations have been put into place? Do these meet the needs of individual students? of individual teachers?*

4) *Are there any aspects of the organizational culture that have facilitated the process? (Probe for)*

- acceptance of diversity of staff
- the ways in which they treat the needs of different students
- the ways in which they treat the needs of different staff.

5) *What factors have made creating a culture at City Park difficult? What has been the impact of newness? How have these been dealt with? In particular, what role do veteran elementary school staff versus staff new to the City system play?*

6) *How much has school size made a difference? Is this a critical factor? What would happen if City Park would triple in enrollment?*

7) *What would you predict would happen if Dana Mason left the school?*